

# ENG 5562: British Literature 1660-1800

## Empire and a Global Imagination

ENG 5562 Sec. 01 | Spring 2019

Monday 5:30 p.m. to 8:15 p.m.

Bldg. 24, Rm. 107

Office Hours: MW noon to 2 p.m.

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### Course Information

Prerequisite(s): Graduate Standing.

Course description. This course places literature published in England during the long eighteenth century within a global context, tracing how the English imagined their identities during an era of travel, colonization, and trade and characterizing how this impacted the cultures they contacted. Our reading includes adventure tales of shipwrecks and pirates, life narratives, bloody rebellions, and love stories, and our task is to explore how a global imagination shaped the development of English identity and literary genres. Primarily, we will read texts that help us construct English identities through economic practices, politics, and characterization of other cultures. However, we will critique English accounts by comparing them to narratives from indigenous peoples, transplanted Africans, and those they traded with, enslaved, and intermingled. To accomplish this, students will learn and apply feminist, transatlantic, and indigenous theories that enable us to push against the English-centric perspective of history and identity.

Student Learning Outcomes: During this course, students will:

1. Characterize how “contact zones” in the Caribbean, North America, and Africa shaped English identity, politics, economics, literature, and social values;
2. Trace the impact of colonization and non-English people on the development of literary genres like the sentimental novel, poetry, and the picaresque;
3. Locate and analyze historical, theoretical, and literary criticism and find the boundaries of scholarly discourses like transatlanticism;
4. Use analytical methods like close reading, paratextual analysis, and digital research tools to write an argumentative paper that joins the scholarly conversation about literature of empire in the long eighteenth century.

### Course Materials

#### Required Texts

1. Anonymous, *The Woman of Colour*. Edited by Lyndon J. Dominique. (Broadview, 2007). ISBN: 9781551111766.
2. Behn, Aphra. *Oroonoko; or, The Royal Slave*. Edited by Joanna Lipking. (W.W. Norton and Co., 1997). ISBN: 0-393-97014-0.

3. Defoe, Daniel. *Robinson Crusoe*. Edited by Evan R. Davis. (Broadview, 2010). ISBN: 1551119358.
4. Earle, William. *Obi, or The History of Three-Fingered Jack*. Edited by Srinivas Aravamudan. (Broadview, 2005). ISBN: 1551116693.
5. Potkay, Adam and Sandra Burr, editors. *Black Atlantic Writers of the 18<sup>th</sup> Century* (Palgrave Macmillan, 1995). ISBN: 0312125186.
6. Rowlandson, Mary. *The Sovereignty and Goodness of God*. Edited by Neal Salisbury. (Bedford St. Martin's, 1997). ISBN: 0312111517.
7. Thomas W. Krise, editor. *Caribbeana: An Anthology of English Literature of the West Indies, 1657-1777* (UChicago Press, 1999). ISBN: 0226453928.
8. Wheatly, Phillis. *Phillis Wheatley, Complete Writings*. (Penguin Classics, 2001). ISBN: 9780140424300.
9. Winkfield, Unca Eliza. *The Female American*. Edited by Michelle Burnham and James Freitas. 2<sup>nd</sup> edition. (Broadview, 2014). ISBN: 9781554810963.

Additional readings will be provided as a PDF on our Blackboard course page, which can be found at: [www.blackboard.cpp.edu](http://www.blackboard.cpp.edu).

### Course Philosophy

My obligations. This course employs an active-learning approach. Our learning objectives will be pursued through a variety of instructional means, such as lectures to frame our discussion, small- and large-group work, and individual engagement with reading material. As the instructor, I am obligated to facilitate your exposure to the conceptual and methodological frameworks that we will use to examine the knowledge that is the focus of this class. I am also obligated to try to create and sustain an environment in which we can all engage the course materials intelligently, critically, and respectfully. We will read challenging texts that intersect with complicated histories of race, gender, and sexuality. I will help you interact with these materials productively and in a way that maintains an environment where students of all identities feel safe to learn, to be wrong, to fail, and to keep trying.

Your obligations. You are obligated first and foremost to show up—physically and intellectually—for class and to be prepared when you do. Class preparation does not only entail reading your assignments, it also involves thinking critically about what you have read and coming to class ready to engage the materials and raise questions. Like anything else, you will get out of this course what you put in. This is an intellectual enterprise designed to foster critical thinking based on historical and theoretical knowledge and empirical evidence, not unsubstantiated opinions and views. You are strongly encouraged to raise questions/concerns, state positions, and make arguments, but all must be based on a critical engagement with scholarship or logic drawn from the course materials and other academic knowledge. You are also expected to struggle

with/through the reading and select dimensions from it that you understand and bring up in class what you do not understand.

Accessibility. We may all need some form of accommodation in this class, because we all learn differently, and we are all subject to emergencies of various kinds and degrees. Your ability to engage and participate fully in this course is important to me. If there are circumstances that may affect your ability to meet requirements as assigned in the course and/or if you have specific accommodations approved by the [Disability Resource Center](#), please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Whether or not you have a documented disability, resources exist on campus to support your learning; please let me know how I can help direct you to them.

Americans with Disabilities Act (ADA) Policy. Students with disabilities are encouraged to meet with me during office hours early in the semester to discuss your Disability Resource Center–authorized accommodation needs for this course. If you believe you have a disability requiring an accommodation, please contact the Disability Resource Center or visit <http://www.cpp.edu/~drc/>.

## Course Policies

Academic integrity. Academic dishonesty is not tolerated on this campus or in this course. **Academic dishonesty will result in a zero on the assignment with possible further repercussions** including failing the course and reporting the incident to Judicial Affairs.

Attendance. As we only meet once a week, attendance is essential for this course. You are expected to miss no more than one class a semester. **Any absences will result in losing one grade level on your final average per absence.** For example, dropping from a B to a B- is one level. You cannot pass the class with more than nine absences, for excused or unexcused reasons.

Missing class. If you miss class, you are responsible for your information and for completing your reading and other assignments. It is up to you to meet with your classmates for notes or send me an email if you are unclear about something you missed. However, I will never re-teach a lecture or repeat class discussion because of an absence, and I will only schedule make-up assignments or quizzes for an excused absence, defined below.

Excused absences. These are when I will schedule, if possible, makeup assignments or offer an extension. They include: family emergencies (funerals, childcare issues,\* etc.), serious illness of you or a dependent, military duty, legal proceedings, interviews that cannot be rescheduled, and religious holidays. Excusing an absence

is at my discretion, and while I respect and support those of you who are employed, work is not a valid reason to miss class. If you need to reschedule a major assignment or quiz, I will respectfully request documentation for the absence out of fairness to the rest of the class.

\*If bringing a child or other dependent to class would allow you to attend where you would otherwise miss, please do so.

Late work. The late work policy will be explained on each assignment prompt. In general, very few assignments in this class will be accepted late. Quizzes cannot be made up.

Assignment submission problems. Technological issues are not appropriate reasons for not turning in your work. If Blackboard experiences a technological problem, you should send your assignment to me in an email attachment *before* the assignment is due and explain the issue. When the issue is resolved, submit the identical file in Blackboard as soon as possible for grading.

Technology. Cellphones are never allowed. If you have an emergency and need to take a call or send a text, quietly step into the hall. Laptop and tablet usage should be minimal. If you choose to access course material electronically, you should leave your laptops or tablets off until it is necessary and refrain from using the devices for other purposes.

## Assignments and Grades

Course breakdown. The course will be broken down into the following sections

Assignment	Weight
Discussion Leader	10%
Mapping Project	10%
Assignments, Quizzes, and Activities	20%
Response Papers	30%
Final Essay	30%
<b>Total</b>	<b>100%</b>

Grading scale. A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

Discussion leader. Each student will be responsible for introducing a reading and beginning discussion for a pre-assigned class period.

Mapping project. Students will choose a reading from the syllabus or from an alternate list and map geographically where characters travel. After locating and mapping all of the destinations in the book, students will turn in a short reflection on the finished map.

Assignments, quizzes, activities. You will be required to complete weekly reading quizzes, work on in-class activities, and participate in group work and discussion. There will be several pre-scheduled activities on the syllabus in addition to impromptu work. Participation assessment will be used as needed. All grades are weighted equally.

Response papers. These papers respond to the course reading with your observations, connections, and interpretations. You will complete three, each worth 10% of your grade.

Final essay. Your final essay will be a minimum of 12 pages. You should offer a thoughtful, analytical interpretation of one or more works from the syllabus that incorporates appropriate secondary sources.

### **Other Important Info**

Format. Unless otherwise indicated, all work in this class should follow MLA 8 format for paper style: 12 pt., clear, serif font; 1 in. margins; double spaced; a correct heading; and page numbers. You may use Chicago 17 or MLA 8 for citations.

Discussion of drafts. I will not read full drafts and return them by email, but I will answer any questions you have (and you are encouraged to ask). I will happily read full drafts with you in posted office hours or by appointment.

Discussion of grades. Grades are not negotiable. If you need further explanation about a grade, see me during office hours or make an appointment. Due to privacy concerns, I cannot discuss specifics about grades through email.

### **Schedule of Reading Assignments**

Items on the following schedule are subject to change, which will be announced in class or through email. Listed resources should be brought to class in a print or electronic format. Lecture and discussion will be based on assigned reading, which must be done in advance of the class period. All readings are in your course books, identified by author or editor, unless marked as “**Blackboard**,” in which case they are on our course page.

#### **Weeks 1-2: Methods and Approaches**

We do not meet Week 1 due to Martin Luther King Day. Because of this, you will have substantial reading for Week 2. See the document on effective reading on Blackboard.

- Blackboard: Wilson, “Empire, Gender, and Modernity in the Eighteenth Century”
- Blackboard: Armitage, “Three Concepts of Atlantic History”
- Blackboard: Gilroy, “The Black Atlantic as a Counterculture of Modernity”
- Blackboard: Weaver, “Beneath the Fall and Beyond: Navigating the Red Atlantic”
- Blackboard: Morrison, “Black Matters”
- Blackboard: Smith, *Decolonizing Methodologies* chapters 1 and 2

**Week 3: Life Narratives and Captivity**

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## Primary Source Readings

- Rowlandson, *Sovereignty and Goodness of God* (1682)
- Blackboard: Occom, *A Short Narrative of My Life* (1772)
- Blackboard: Jemison, *A Narrative of the Life of Mrs. Mary Jemison* (1824)

## Secondary Source Readings

- Blackboard: Weaver, “Captives, Slaves, and Prisoners of the Red Atlantic”

**Due:** Sign up for discourse analysis texts (Week 8) on Blackboard and request them *now* from the library. Don't wait!

**Week 4: Black Figures in the White Imagination**

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## Primary Source Readings

- Behn, *Oroonoko* (1688)
- Blackboard: Southerne, *Oroonoko* (1696)

## Secondary Source Reading

- Blackboard: Dominique, “Introduction: Imoinda, Marriage, Slavery”

**Due:** Response paper at the beginning of class

**Week 5: Indigenous Figures in the White Imagination**

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## Primary Source Readings

- Krise: Ligon, “True and Exact History” (1657)
- Blackboard: Addison’s *Spectator* No. 11 (1711)
- Krise: Seymour, “Story of Inkle and Yarico” and Epistle (1738)
- Blackboard: Jerningham, “Yarico to Inkle: An Epistle” (1766)
- Blackboard: Gessner, “Continuation of the Story of Inkle and Yarico” (1771)
- Blackboard: “Amicus,” “Yarico to Inkle” (1792)

## Secondary Source Readings

- Krise introduction to *Caribbeana*
- Blackboard: Hamilton, “Inkle and Yarico and the Discourse of Slavery”

**Week 6: The Atlantic Novel**

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## Primary Source Reading

- Defoe, *Robinson Crusoe* (1719)

**Due:** Abstract of the Hamilton article, as a hardcopy, in class for an exercise

**Week 7: The Atlantic Novel**

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## Primary Source Reading

- Winkfield, *Female American* (1767)

## Secondary Source Reading

- MacNeil, “Empire and the Pan-Atlantic Self in *The Female American*”

**Due:** Response paper at the beginning of class

**Please note:** Office hours will be Monday only.

**Week 8: Discourse Analysis**

Students will read selections from a list of transatlantic scholarship. You will write 300-word abstracts and submit them to our Google Drive document, in the correct space, to contribute to our annotated bibliography. In class we will work on discourse analysis, discuss research techniques, and begin preparing for the final essay.

**Due:** abstracts by Sunday March 10 at 11:59 p.m. to the Google Drive document

**Week 9: Life, Death, and Literacy**

## Primary Source Readings

- Blackboard, “Case of Sarah Pharaoh” (1730); analysis by Ann Marie Plane
- Blackboard, “Confession and Dying Warning of Katherine Garret” (1738); analysis by Jodi Schorb
- Blackboard: Occom, “Temperance and Morality” (1772); analysis by Philip Round
- Wheatley, *Poems* (1773) introductory material and poetry excerpt

## Secondary Source Reading

- Blackboard: contextual information on Mohegans, Pequots, and Narragansetts
- Blackboard, Collins-Sibley, “Authority and Authenticity in Equiano and Wheatley”

**Due:** Discourse Analysis at the beginning of class

**Week 10: Life Narratives and Travel**

## Primary Source Readings

- Potkay and Burr: Cugoano’s *Thoughts and Sentiments* (1787) pg. 125–156
- Potkay and Burr: Equiano’s *Interesting Narrative* (1789) pg. 159–234

## Secondary Source Readings

- Blackboard: Jackson-Fowler, “Legacy of the Noble Negro”
- Blackboard: Gikandi, “Rethinking the Archive of Enslavement”

**Spring Break – No Class****Week 11: Abolitionist Movement**

## Primary Source Readings

- Krise: “Speech Made by a Black Guardalope” (1709)

- Krise: “The Speech of Moses Bon Sàam” (1735)
- Krise: “Jamaica, a Poem” (1777)
- Blackboard: More, “Slavery: A Poem” (1788)
- Blackboard: Yearsley, “Poem on the Inhumanity of the Slave Trade” (1788)

#### Secondary Source Reading

- Kitson, “The Idea of Race in the Debate of the Slave Trade and Slavery”

**Due:** Response paper at the beginning of class

**Due:** Mapping project data by this date

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### **Week 12: Caribbean and the Novel**

#### Primary Source Reading

- Earle, *Obi, or The History of Three-Fingered Jack* (1800)

**Due:** Mapping project reflection at the beginning of class

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### **Week 13: Caribbean and the Novel**

#### Primary Source Reading

- Anonymous, *The Woman of Colour* (1808)

#### Secondary Source Reading

- Blackboard: Fielder, “*Woman of Colour* and the Black Atlantic”

**Due:** Final paper topic proposal due at the beginning of class

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### **Weeks 14: Research and Writing Methods**

We will work on final essays in small and large groups.

**Due:** rough draft of part of your paper, at least 1,000 words, to two of your classmates who will provide reader reports; must be submitted by Friday at the *latest*.

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### **Week 15: Final Paper Workshop**

You will receive a reader’s report from two classmates and there will be a small group discussion about each essay.

**Please note:** office hours will be different from week 15 forward; check the schedule on Blackboard before coming by.

**Due:** Final essay Wednesday, May 15 by noon as a hardcopy to my office, building 24 room 209. See the statement on the prompt for comments, grading, and late submission.